DOCUMENT RESUME

ED 258 317 EA 017 755

TITLE Increasing Personal and Organizational Effectiveness. Treatise No. 2: "Characteristics of Effective Organizations."
INSTITUTION New Mexico Research and Study Council, Albuquerque.
PUB DATE 1 Jun 83
NOTE 12p.; For related documents, see EA 017 754-759.
PUB TYPE Viewpoints (120) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Organizational Change; *Organizational Development; *Organizational Effectiveness; School Organization

ABSTRACT

Assessing an organization's effectiveness involves not only determining how successfully the organization achieves its stated objectives, but also ascertaining how thoroughly the needs of the individuals involved are met and how readily the organization can change to address the needs of both the organization and the individuals who compose it. Coordinating organizational efforts with individual efforts in such a way that organizational and individual goals become united increases the effectiveness of organizations. Responsiveness to new demands is particularly difficult for large, formally structured organizations. When faced with new demands, schools can adopt new forms suited to the new requirements or can develop new policies and values conducive to greater flexibility in problem-solving. Emphasizing an organization's formal structure at the expense of informal relationships tends to encourage values of rationality and task completion that in turn lead to the construction of organizational and personal defenses that obstruct the change and experimentation necessary when meeting new demands. (PGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED258317

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard J. Trigan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INCREASING PERSONAL AND ORGANIZATIONAL EFFECTIVENESS

TREATISE NO. 2

"CHARACTERISTICS OF EFFECTIVE ORGANIZATIONS"

NEW MEXICO RESEARCH AND STUDY COUNCIL
214 ONATE HALL, UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131
(505) 277-2621

EA 017 755

The New Mexico Research and Study Council adopted its Constitution on January 14, 1959, with sixteen public school districts, the State Department of Education, and the University of New Mexico becoming charter members. Today, the Council is fifty-six members strong, and is celebrating, during this 1983-84 school year, twenty-five years of educational service to New Mexico's youth.

The Council is an organization designed specifically to facilitate co-operative study and solution of educational concerns. Through the combined resources, assistance, and direction of members, the Council strives to improve and expand elementary and secondary education in New Mexico.

This publication represents the Council's first effort at celebrating this auspicious occasion, the Silver Anniversary Year of the New Mexico Research and Study Council.

OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS

Gordon L. King, President (Superintendent of Schools, Aztec)
Melvin Cordova, President-Elect (Superintendent of Schools, Zuni)
Dr. Howard Overby, Secretary-Treasurer (Superintendent of Schools, Grants)
Leonila Serna (Superintendent of Schools, Taos)
Felix Duran (Superintendent of Schools, Penasco)
Charles Ellis (Superintendent of Schools, Reserve)
Stanley Newton (Superintendent of Schools, Estancia)
Don Wood (Superintendent of Schools, Socorro)
Garfield Gutierrez (Educational Specialist, New Mexico State Department of Education)
Dr. Richard F. Tonigan (Executive Director, NMRSC)

STAFF MEMBERS

Patricia L. Tolley, Staff Assistant
Beatrice L. Davis, Special Assistant
Kurt W. Knoernschild, Special Assistant
Nancy S. Schilling, Special Assistant
Dr. Richard F. Tonigan, Executive Director

June 1, 1983

PREFACE

Six edifying and thoughtful expositive papers are being distributed to the educational administrators of New Mexico as one of several special Twenty-fifth Anniversary efforts of the New Mexico Research and Study Council. The personal and organizational topics and their approximate 1983 publication dates are as follows:

1. Understanding Organizational Patterns (April 15)
2. Characteristics of Effective Organizations (May 1)
3. Understanding Sources of Organizational Conflict And Conflict Management Strategies (May 15)
4. Time Management Techniques (June 1)
5. Maintaining Successful Communications (June 15)
6. Promoting The Organization (July 1)

We owe thanks to the American Association of School Administrators and its National Academy For School Executives for providing the impetus which led us to the development of this series of abstracts. The Council had initially hoped to participate in the Academy's July 1983 Colorado Springs seminar titled "Increasing Personal And Organizational Effectiveness", but when legislated school budget reductions made such an educational experience an impossibility for 1983, we utilized the Academy's seminar description as the basis for preparing these treatises.

The papers were initially researched and drafted by Bea Davis, a Council graduate assistant, as her primary assistantship assignment during the spring

semester of 1983. Bea and I "polished" the papers, and release them as Council publications envisioning that practicing school administrators will utilize them as useful self-education and staff-education conveyances.

Superintendents, after reading each treatise, are encouraged to have the six compendia placed in a three-ring binder or other easy-to-use professional library reference folder and to share the publications with subordinates and other key faculty and staff members.

Preparing papers for colleagues to read (and critique) is a weighty task. I appreciate the effort put forth by Bea Davis in encapsulating in a relatively brief set of papers an extensive, multifarious and utilitarian array of views, concepts, and principles applicable to the everyday thoughts and endeavors of both administrative theorists and practitioners.

Dr. Richard F. Tonigan

CHARACTERISTICS OF EFFECTIVE ORGANIZATIONS

FORMAL AND INFORMAL ACTIVITIES

In developing an understanding of organizations, one must examine both those activities perceived and defined by management, as well as the informal structure. An organization includes all the human activities of all the participants. While the formal aspects of any organization are found on organizational charts and seen in operating procedures and policies, current research suggests that examining only these activities is narrow and limiting. In order to identify and develop the significant qualities of an effective organization, the entire organization, including its informal structure, must be analyzed. Historically, it has been these informal structures and activities that have been overlooked and misunderstood by both organizational researchers and practitioners. To adequately understand the nature of an organization and to develop criteria of organizational effectiveness, attention must also be directed toward the informal organizational activities created by employees in their efforts to adapt to the formal organization.

The field of organizational behavior has historically developed through the evolution of extreme positions, beginning with the formal organizational experts and followed by the human relations experts, with their emphasis on the individual. As the pendulum swings more to center, the health of the total organization has become a theoretical focus, including both the formal and the informal aspects of organizational life. Therefore, a more careful examination of both individual and group efforts, with their need for effective coordination, are being included in the organizational priorities of effective leaders. The need for appropriate responses to change are likewise being

addressed, with particular emphasis on the need to reexamine and reconsider every aspect of organizational life.

CRITERIA FOR EFFECTIVENESS

Organizations have been traditionally evaluated as being effective or ineffective primarily to the degree that they achieve their stated objectives. These objectives need to be achieved with a minimum use of resources. More current literature, however, identifies three primary areas to examine in evaluating organizational effectiveness. They are goal attainment, personnel satisfaction, and the organization's ability to change to achieve its goals through development.

Criteria for organizational evaluation must encompass the satisfaction of the needs of employees and clients and the organizational ability to grow toward meeting these needs. Employee satisfaction has such important long-run effects on goal achievement that it must be included as an important standard of effectiveness. A close look at attitudes, productivity, turnover, absenteeism, tardiness, and grievances will provide data for this assessment. Organizational ability to respond to both external and internal change is also paramount, as this will ultimately determine an organization's survival capability.

The interconnections between personal efforts and satisfaction and the active ability to incorporate needed change within the organization have been the subject of considerable recent research. Effective human relations are viewed as a prerequisite to the ability to accommodate appropriately to new developments. Interpersonal relationships are then viewed as the fabric of formal organizational structure. If change is to remain and become permanent within an organization, the interpersonal relations must also reinforce and

sanction these changes. Likewise, changes at any interpersonal level need to be reinforced by organizational structure, managerial policies, technology, and control.

PRINCIPLES OF ORGANIZATION

In Organization and Management Theory and Practice, the chair of American University's Department of Government and Public Administration outlines twelve principles of organization that she feels represent the most generally recognized guides for organization and management as implemented in large complex organizations. These principles are:

" 1. Policy should be defined and imparted to those who are responsible for its achievement.
2. Work should be subdivided, systematically planned, and programmed.
3. Tasks and responsibilities should be specifically assigned and understood.
4. Appropriate methods and procedures should be developed and utilized by those responsible for policy achievement.
5. Appropriate resources (people, money, material) in terms of availability and priority should be equitably allocated.
6. Authority commensurate with responsibility should be delegated and located as close as possible to the point where operations occur and decisions need to be made.
7. Adequate structural relationships through which to operate should be established.
8. Effective and qualified leadership should lead each organization and each subdivision of the organization.
9. Unity of command and purpose should permeate the organization.
10. Continuous accountability for utilization of resources and for the production of results should be required.
11. Effective coordination of all individual and group efforts within the organization should be achieved.
12. Continuous reconsideration of all matters pertaining to the organization should be a part of regular operations."

Renewed and refined focus on items 11 and 12 in current research have emphasized the importance of these previously overlooked principles. An effective coordination of organizational efforts with individual efforts requires a more sensitive awareness of employee satisfaction to promote an increased union between an individual's personal goals and organizational objectives. The greater this compatibility, the more effective the organization will be. When this coordination of effort strengthens both the satisfaction of personal and organizational goals, effectiveness is enhanced. This quality, in combination with the ability to reconsider and reevaluate all matters pertaining to the organization, promotes both the internal and external development required for effectiveness.

EFFECTIVE SCHOOL ORGANIZATIONS

Like many other traditional organizations, schools continue to be required to respond to external and internal forces. Effective organizations are those organizations able to change as circumstances require new responses. New responses are particularly difficult for organizations that are large in size and operate with highly formal structures. When faced with new demands, there are at least two strategies a school might adopt. One is for the school to completely remodel itself into a new form maximally adapted to a set of new requirements, such as becoming a campus school, a community school, or a middle school. A second strategy is to internally build new policies and new values that enable the school organization to monitor the changing community, to evaluate degrees of success in goal-achievement, and to establish new forms and responses wherever movement toward goal-achievement is inadequate. This approach has been labeled "flexible organizational problem-solving" and

"self-renewal" (John Gardner, 1963). In striving to accomplish these approaches, researchers emphasize that the functions within organizations are carried through interpersonal interactions. This requires new norms for interpersonal openness and helpfulness, to heighten abilities and skills in group problem solving. Again the health of the whole organization is emphasized. The task is to provide an appropriate environment that not only permits, but encourages employees to seek intrinsic rewards at work. Avenues that provide opportunities for members of the organization to obtain personal rewards from their contributions to the success of the enterprise must be provided. In this manner, emphasis is focused on both organizational and personal satisfaction and reward.

Within traditional organizations, patterns that are reinforced by the formal structure are developed that often impede the development of interpersonal competence. Individuals dedicate themselves to the values of rationality and task completion, emphasizing the intellectual aspects of interactions at the expense of interpersonal and emotional domains. Suppression of the emotional and social aspects of organizational behavior can reinforce the norms that build personal and organizational defenses. This, in turn, can encourage blocking out new ideas, refusing to consider various alternatives, and subsequently, can encourage building barriers to change. Staffs will tend to limit themselves to those ideas and values that are not threatening in order to avoid the possible violation of organizational norms.

As the degree of openness decreases, the capacity to experiment will tend to decrease, and fear to take risks will tend to increase. As the scope of

openness closes, an important range of organizational vitality is also lost. Horizons are narrowed, ideas are limited, sharing is minimized, and the organization suffers. Dampened creativity, particularly within an educational organization, can be crippling to goal achievement as staff energy is sapped and the joy of work satisfaction is squelched.

With the establishment of an organizationally effective base, and educational leader can then more clearly address specific areas within the school organization to heighten effectiveness; but the base comes first, and it includes three strategic elements:

1. Goal attainment.
2. Personnel satisfaction
3. The ability to change

In effective organization building, these three elements must mutually be developed as leaders work toward the long-term health of their organizations.